

Philosophy of Animals

PHIL/ENVI 216, Spring 2018 | Tuesdays & Thursdays, 11:20am-12:35pm | Hopkins Hall 400

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Office Hours: Tuesdays 1:30-3pm, Wednesdays 1-3, Thursdays 2-3pm, and by appointment

COURSE MATERIAL

—Coetzee, J. M. (2016) *The Lives of Animals*. Princeton UP. Available at The Williams College Bookstore. This is the reprint edition but you are welcome to use the earlier edition if you find a used copy. There is also a PDF version available on-line.

—**Reading packet**, distributed in class.

—This course is offered alongside **RAWRI, an exhibition at the Williams College Museum of Art**. The objects of the show express our relationships with non-human animals, and consist of over 100 pieces that span 3,000 years and considerable geographic diversity. You will be expected to incorporate your reflections on material from the exhibition into your work as described in the essay assignments. There will be an exhibition walk-through with the curator during class on February 15th. You are also, of course, encouraged to visit the exhibition any time during open museum hours, 10am-5pm except Wednesdays (closed). On Thursdays the museum is open 10am-8pm.

—You are required to attend at least one afternoon talk from the **class speaker series**. There will be three talks offered in April on Thursdays. Talks begin at 4:30 and go to 6pm or so. You are warmly invited to attend all three.

—We may from time to time watch **videos in class** to enhance our understanding of the empirical or contextual details of the readings. In some cases these may be upsetting. The videos will be described in advance to give you enough information on whether you wish to view them. Watching the videos is *not* required.

GRADING

1. Seminar Essays

THREE essays on assigned topics, 1200-1400 words (5-6 pages), strictly enforced. Indicate the word count not including the bibliography at the bottom of the last page. *Each seminar essay is worth 20% of your final grade*. Due dates for seminar essays are the **Sundays of March 4th, April 8th, and April 29th by 8pm as an emailed PDF**.

2. Final Essay

2000-2400 words (8-10 pages). Indicate the word count not including the bibliography at the bottom of the last page. *The final essay is worth 30% of your final grade*. Final essays are due on **May 15th by 8pm as an emailed PDF**.

The final paper will be an opportunity for extended discussion of any topic in the course of your choosing, though you will be expected to include both empirical material and conceptual (or “philosophical”) material. You are not required to seek additional sources for final papers, though you may.

Essays should be typewritten, double spaced in a 12 point font with 1 inch margins. No title page.

Papers turned in any time later than 8pm but on the day it is due will be penalized 1 grade step (e.g., A- to B+). Papers turned in any time the day after it is due will be assessed a three grade step penalty (e.g., A- to B-). Papers turned in any time two days after they are due will be penalized seven grade steps. Days end at 11:59pm. The only exceptions will be due to medical issues documented by the Deans Office.

Grading on written assignments is anonymous. Please turn in your papers with only your Williams ID number on it.

Anonymous grading is one way of assuring that the collegiality of our interactions does not cloud my assessment of your work. One disadvantage to anonymous grading is that I will not know when your work is systematically inadequate and will not approach you with concerns about your writing. As a result, there is an additional burden of responsibility on your shoulders. You must elect to visit office hours.

The desire to preserve the integrity of the anonymous grading system should never prevent you from seeking advice on assignments for this course. You are encouraged to speak with me with your work in hand. Naturally this will reveal facts of authorship, and may give me some insight into your style and interests. Still, your success in meeting the challenges of this course should always be our first concern.

Written work must reflect original thoughts and ideas.

Any direct quotations or paraphrased material from outside sources must be credited and footnoted. Violation of this constitutes plagiarism. If you have questions about how the honor code applies to written work, please do not hesitate to contact me.

3. Participation

Discussion is essential to the vitality of the class, and is a crucial component of philosophical engagement. Thoughtful participation in class discussion is also one indicator that you are reading carefully. Thus, participation will constitute *10% of the final grade*. (If you fail to attend at least one talk in the class speaker series you will receive an automatic zero for class participation.)

Your first priority is reading the assignments carefully and working diligently on the writing for the course. Thoughtful, honest, and respectful participation derives from these. Every effort will be made to ensure that the class is a welcoming forum for sharing serious ideas. 'Participation' includes being attentive and engaged in class, asking clarificatory questions, and discussing aspects of the course with the instructor during office hours.

SCHEDULE OF TOPICS AND READINGS
All readings are to be done in advance of the class meeting.

No laptops or food in class

January		15	Mason, J. (1985) Brave New Farm? Pollan, M. (2002) An Animal's Place.
31	Introductory Discussion	April	
February		3	Brakke, K. and Savage-Rumbaugh, S. (1995) The development of language skills in bonobo and chimpanzee—I. comprehension. Pepperberg, I. (2006) Cognitive and communicative abilities of Grey parrots. Slobodchikoff, C. (2009) Cognition and Communication in Prairie Dogs. Cheney, D. and Seyfarth, R. (1997) Why Animals Don't Have Language.
6	Coetzee, J.M. (1997) <i>The Lives of Animals</i> , Lecture 1: The Philosophers and the Animals.	5	Seminar guest: Irina Mikhalevich, PhD, Department of Philosophy, Rochester Institute of Technology. Chittka, L. & Niven, J. (2009) Are bigger brains better? Chittka, L. (2017) Bee cognition.
8	Coetzee, J.M. (1997) <i>The Lives of Animals</i> , Lecture 2: The Poets and the Animals. Rilke, R.M. (1902) The Panther. Hughes, T. (1957) The Jaguar. Griffin, D. (2000) <i>Animal Minds</i> , Chapter 1.	Sunday, 8	SECOND ESSAY DUE, 8pm
13	Griffin, D. (2004) New Evidence of Animal Consciousness. Wynne, C. (2004) The Perils of Anthropomorphism. Carruthers, P. (1989) Brute Experience.	10	Jamieson, D. (2009) What do animals think?
15	RAWR! Exhibition Walk Through with Kevin Murphy, Eugénie Prendergast Senior Curator of American Art. This class meets at WCMA, convene in the WCMA lobby. Singer, P. (1971) <i>Animal Liberation</i> , Chapter 1 Singer P. (1999) Response to Coetzee in <i>The Lives of Animals</i> .	12	Allen, C. and Hauser, M. (1991) Concept Attribution in Nonhuman Animals: Theoretical and Methodological Problems in Ascribing Complex Mental Processes. Wynne, C. and Udell, M. (2013) <i>Animal Cognition</i> , Chapter 3, Concept Formation.
20	Low, P., et al (2012) The Cambridge Declaration on Consciousness. Varner, G. (2002) <i>In Nature's Interest?</i> , Chapter 2.	17	Seminar guest: April Ruiz, PhD, Office of the Dean, Williams College. Readings TBA
22	Braithwaite, V.A. & Huntingford, F.A. (2007) Pain perception, aversion, and fear in fish. Key, B. (2016) Why fish do not feel pain. Braithwaite, V. A. & Droege, P. (2016) Why Human Pain Can't Tell Us Whether Fish Feel Pain.	19	Posner, R. (2005) Animal Rights: Legal, Philosophical, and Pragmatic Perspectives. Cohen, C. (2004) Why animals are mistakenly believed to have rights.
27	Edelman, D. & Seth, A. (2009) Animal consciousness: a synthetic approach. Godfrey-Smith, P. (2013) Cephalopods and the Evolution of the Mind. Barron, A. & Klein, C. (2016) What insects can tell us about the origins of consciousness.	24	Nussbaum, M. (2006) The Moral Status of Animals. Korsgaard, C. (2013) Getting Animals in View.
March		26	Seminar guest: Colin Allen, PhD, Distinguished Professor of Philosophy, Department of History and Philosophy of Science, University of Pittsburgh. Readings TBA
1	Gallup, G. (1970) Chimpanzees: Self Recognition. Gallup, G. et al (2002) The Mirror Test. DeGrazia, D. (2009) Self-Awareness in Animals.	Sunday, 29	THIRD ESSAY DUE, 8pm
Sunday, 4	FIRST ESSAY DUE, 8pm	May	
6	Reiss D., and Marino, L. (2001) Mirror self-recognition in the bottlenose dolphin: A case of cognitive convergence. Cammaerts, M-C. & Cammaerts, R. (2015) Are Ants (Hymenoptera, Formicidae) Capable of Self Recognition? Rochat, P. & Zahavi, D. (2011) The uncanny mirror: a re-framing of mirror self-experience.	1	Hooley, D. and Nobis, N. (2015) A Moral Argument for Veganism. Haile, B. (2013) Virtuous Meat Consumption.
8	Smith, J. D. (2009) The Study of Animal Metacognition. Carruthers, P. (2008) Meta-cognition in Animals: A Skeptical Look.	3	DeGrazia, D. (2009) Moral Vegetarianism from a Very Broad Basis. Diamond, C. (2004) Eating Meat and Eating People.
13	Seminar guest: Frans van Schaik, LL.M, Schaker Farm, Pownal, Vermont. PCIFAP (2008) Putting Meat on the Table: Industrial Farm Animal Production in America Executive Summary: Animal Welfare	8	Loflin, R. (1985) The morality of hunting. Jamieson, D. (2006) Against Zoos.
		10	Gray, P. and Young, S. (2011) Human-Pet Dynamics in a Cross-Cultural Perspective. Smuts, B (1999) In <i>The Lives of Animals</i> , Reflections Hens, K. (2009) Ethical Responsibilities Towards Dogs: An Inquiry Into the Dog-Human Relationship.
		(Tues)	
		15	FINAL ESSAY DUE, 8pm